

Campus Name		Dudley Elementary G/T			
Annual Goal		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#1	75% of students will meet or exceed progress measures in Reading ELA.	Q1:	Teachers will use data to inform reading instruction and intervention.	Yes	Select
		Q2:	Reading fluency will increase by an average of 20 words per minute by the end of the second nine weeks.	Yes	
		Q3:	There will be an increase of 10% in reading and writing scores from the November 2016 curriculum-based assessments to the February 2017 district benchmarks.	Select	
		Q4:	There will be a 10% decrease in the number of students scoring below the cut score on the EOY universal screener in reading.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#2	60% of students will met or exceed progress measures in Math.	Q1:	Provide professional development for teachers focusing on the instructional strategies for teaching the Math TEKS with depth and complexity and develop articulated math vocabulary across grade levels PK-5.	Yes	Select
		Q2:	Students will make positive gains on universal screeners in math from the beginning of the year to the middle of the year.	Yes	
		Q3:	There will be a 10% increase in math scores from the November 2016 curriculum-based assessments to the February 2017 district benchmark.	Select	
		Q4:	There will be a 10% decrease in the number of students scoring below the cut score on the EOY universal screener in math.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#3	60% of our students will pass the Elementary STAAR Science in May of 2017.	Q1:	Provide professional development in research-based, highly engaging science lessons with depth and complexity as outlined in the Science TEKS.	Yes	Select
		Q2:	50% of our students will pass the second nine weeks CBA in science.	No but made significant progress	
		Q3:	There will be a 10% increase in science scores from the November 2016 curriculum-based assessments to the February 2017 district benchmark.	Select	
		Q4:	At least 60% of our students will meet or exceed the passing standard on the Elementary Science STAAR in May 2017.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#4	There will be a 10% decrease in the number of discipline referrals which result in interruption of instruction.	Q1:	PK-5 students will be welcomed to the classroom each day and lessons will have at least one Kagan structure and/or technology component embedded in each subject daily.	Yes	Select
		Q2:	K-5 classrooms will have at least one Kagan structure or technology component embedded in each subject daily.	No but made significant progress	
		Q3:	There will be a 10% decrease in the number of discipline referrals from the second quarter to the third quarter.	Select	
		Q4:	There will be a 10% decrease in the number of discipline referrals from Quarter 3 to Quarter 4.	Select	
Annual Goals		Quarterly Goals		Did you meet your Quarterly Goal?	Did you meet your Annual Goal?
#5	Dudley's annual attendance rate will increase to 97%.	Q1:	Parents will be informed of the importance of school attendance through positive parent contacts and during the report card conference held this quarter.	Yes	Select
		Q2:	Identify students who have been absent 10% of the time and provide them an attendance mentor.	Yes	
		Q3:	Our average daily attendance in Quarter 3, 2017 will increase by .5% when compared to Quarter 3, 2016 (95.92%).	Select	
		Q4:	Our average daily attendance in Quarter 4, 2017 will increase from Quarter 4, 2016 (95.67%) to at least 96%.	Select	

District Name:	Victoria ISD	Campus Name:	Dudley Elementary G/T	Professional Service Provider (PSP):	Not Applicable	District Coordinator of School Improvement (DCSI):	Dionne Hughes	Date of Public Hearing for Targeted Improvement Plan:	9/15/2016	Date Campus TIP Approved by Board (IR only):	Not Applicable
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Quarter 2 - Needs Assessment Summary and Improvement Plan (Oct 17 - Dec 16)

*** Important Notice! Improvement Required (IR) districts/campuses must complete the following attestation statement to fulfill TEC §39.106 requirements.***

Attestation Statement: By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Problem Statement 1:	37% of students in Reading ELA did not meet progress measures.	Annual SMART Goal #1:	75% of students will meet or exceed progress measures in Reading ELA.
Root Cause 1:	There is a lack of consistency in focused tiered instruction and intervention in reading.	Strategy:	Teachers need additional professional development and follow through in tiered instruction and interventions.

PS1 - Q2 Interventions (Oct 17 - Dec 16)

PS1 - Q2 SMART Goal:	Reading fluency will increase by an average of 20 words per minute by the end of the second nine weeks.						
Q2 Intervention #1	Utilize the Language Enrichment (Phonics) Scope and Sequence for students in grades K-3.	Q2 Intervention #2	Utilize iStation for students in grades PK-4.	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Lesson plan reviews, walkthroughs	What data will be collected to monitor interventions in Q2?	iSIP reports, fluency checks	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Implement the Language Enrichment (Phonics) scope and sequence for students in grades K-3 to improve word attack skill deficits.	Action(s)	Students in PK-1 will use iStation daily while students in grades 2-4 will use iStation at least twice a week.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	ELAR Instructional Coach, Eduphoria	Resources / PD	iStation, ELAR IC	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Instructional Coach, Administrators	Person(s) Responsible	ELAR IC	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	2-Jan-17	Timeline for Completion	Weekly and ongoing	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$250	Estimated Cost	\$250	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Title IA Local Funds	Funding Source(s)	Title IA Local Funds	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Teachers have been trained in Language Enrichment Phonics instruction and utilize it daily at the appropriate grade and instructional levels. Students in PK-1 use iStation daily, with students in grades 2-4 utilizing iStation at least two days per week. iStation is also utilized daily for targeted RtI students. We have had additional training in small group instruction and	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
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Problem Statement 2:	47% of students did not meet progress in Math.	Annual SMART Goal #2:	60% of students will met or exceed progress measures in Math.
Root Cause 2:	There is a lack of consistency in focused tiered instruction and intervention in math.	Strategy:	Provide PD to teachers focusing on the Math TEKS and instruction at the appropriate level of rigor through classroom observations by a math consultant with follow-up activities through the PLC framework and walkthroughs.

PS2 - Q2 Interventions (Oct 17 - Dec 16)

PS2 - Q2 SMART Goal:	Students will make positive gains on universal screeners in math from the beginning of the year to the middle of the year.						
Q2 Intervention #1	Professional development including weekly PLCs to discuss, analyze, and improve math lessons to ensure depth of understanding, complexity, and rigor.	Q2 Intervention #2	Monitor the implementation of strategies for teaching the Math TEKS, including vocabulary development across the grade levels PK-5	Q2 Intervention #3	Teachers will use highly engaging lessons and create weekly math stations to address the spiraling curriculum, vocabulary, and automaticity of mathematical thinking.	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	PLC sign-in sheets, Lesson Plans	What data will be collected to monitor interventions in Q2?	Walkthroughs, Observation data, Formative assessments	What data will be collected to monitor interventions in Q2?	PLC lesson planning and PD, Walkthroughs, Observation data, Formative assessments	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Garland Linkenhoger will provide additional PD and meet with teams for feedback and Math IC, administrators will meet in weekly grade level PLCs to review and critique lesson plans and plan instruction.	Action(s)	Bea Luchin will observe classrooms and debrief with staff and administrators will use walkthroughs and observation data to monitor the implementation of quality math teaching strategies and vocabulary development.	Action(s)	Teachers will use highly engaging lessons and create weekly math stations to address the spiraling curriculum, vocabulary, and automaticity of mathematical thinking.	Action(s)	<enter action(s) here>

Resources / PD	Garland Linkenhog, Consultant, Weekly PLC professional development	Resources / PD	Walkthroughs, Bea Luchin, Consultant	Resources / PD	Math consultants Linkenhog and Luchin, PLC professional development, materials for math stations	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Garland Linkenhog, Math IC, Administrators, Teachers	Person(s) Responsible	Math IC, Administrators, Teachers, Bea Luchin, Consultant	Person(s) Responsible	Teachers, Luchin, Linkenhog, Math IC, Administrators	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	Weekly, ongoing throughout the year	Timeline for Completion	Weekly, ongoing throughout the year	Timeline for Completion	Daily, ongoing	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	Instruction by HQ teachers	Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$3,000	Estimated Cost	\$500	Estimated Cost	Materials for math stations - \$1000	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Title IA Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Title IA Local Funds	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Middle of the Year (MOY) universal screening data will be available February 3. Campus math teachers received two days of training and instructional planning with Garland Linkenhog in November and December, 2016 and with Bea Luchin in October of 2016. All are using common math vocabulary, the UPSE problem solving model, and are utilizing	Are you on track to meet the annual goal?	No but made some progress	What, if any, adjustments must be made in order to meet the annual goal?	Part time intervention teachers are needed to reduce the student to teacher ratio and to assist in tiered intervention for targeted at risk learners.
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Problem Statement 3:	In 2016 48% of our students did not pass the Elementary STAAR Science.	Annual SMART Goal #3:	60% of our students will pass the Elementary STAAR Science in May of 2017.
Root Cause 3:	Science lessons are not consistent in meeting the TEKS requirements for hands-on science investigations and labs (80% K-1, 60% 2-3, 50% 4-5).	Strategy:	100% of teachers will use STEMscope, Foss kits, and other TEKS-based science resources to create and implement engaging science lessons in the classroom.

PS3 - Q2 Interventions (Oct 17 - Dec 16)

PS3 - Q2 SMART Goal:	50% of our students will pass the second nine weeks CBA in science.						
Q2 Intervention #1	Monitor implementation of strategies for teaching Science TEKS, including development of articulated science vocabulary.	Q2 Intervention #2	Plan and implement at least two hands-on science activities including investigations/science stations, and labs each week reflecting the depth and complexity of the TEKS.	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	PLC sign-in sheets, Lesson plans, Formative assessments	What data will be collected to monitor interventions in Q2?	Lesson plan weekly reviews, Walkthrough and Observation data	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Assistant Principal and Principal will use walkthrough and observation data to track rigor of lesson and implementation of highly engaging science lessons	Action(s)	Plan and implement at least two hands-on science activities including investigations/science stations, and labs each week.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	PLC, iPads, Mobis, Foss Kits, Science equipment and materials, STEMscope; Science vocab books	Resources / PD	Science lead teacher, Science materials, STEMscope and TRS	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Teachers, Science Lead Teacher, Administrators	Person(s) Responsible	Teachers, Science lead teacher, Administrators	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	Weekly, ongoing	Timeline for Completion	Weekly throughout the year	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	AIM 1: Excellent Student Achievement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	Effective & Timely Assistance for Struggling Students	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$1,000	Estimated Cost	\$1,000	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Title IA Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	No but made significant progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Though strong gains in hands-on lab investigations and experiments are seen in grade 5, more consistent use of hands-on science activities across the grade levels is needed. Gains (as much as 30 points) were also seen in science scores in grades 3-5 on the Fall 2016 CBA when compared to the Fall 2015 CBA.	Are you on track to meet the annual goal?	No but made significant progress	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
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Problem Statement 4:	There were 322 discipline incidents referred to the office for the 2015-2016 school year which resulted in interruption of instruction.	Annual SMART Goal #4:	There will be a 10% decrease in the number of discipline referrals which result in interruption of instruction.
Root Cause 4:	Lack of forming relationships and lower levels of student engagement have resulted in increased numbers of student discipline referrals.	Strategy:	Teachers will be welcome students at the classroom door each morning. Safe and Civil Schools procedures for common areas and the classroom will be taught and practiced, EAFK virtues will be reinforced and recognized, technology will be integrated across the curriculum, and Kagan structures will be implemented daily.

PS4 - Q2 Interventions (Oct 17 - Dec 16)

PS4 - Q2 SMART Goal:	K-5 classrooms will have at least one Kagan structure or technology component embedded in each subject daily.						
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Q2 Intervention #1	Lesson plans will contain at least one Kagan structure or technology component embedded in each subject daily.	Q2 Intervention #2	Purchase additional laptops, iPads/protective covers, Promethean wands or Mimios	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	Lesson plans, PLC sign-in sheets, walkthrough and observation data	What data will be collected to monitor interventions in Q2?	Order form/purchase requisition	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Teachers will have at least one Kagan structure or technology component embedded in each subject daily and Linda Dueser will provide PD in technological resources for science.	Action(s)	Purchase additional laptops, iPads/protective covers	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Kagan, iPads, Mobis, SMART Boards, Mimios	Resources / PD	Laptops, iPads/Covers	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Teachers, ICs, Linda Dueser	Person(s) Responsible	ELAR IC, Math IC, Site Team	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	16-Dec-16	Timeline for Completion	16-Dec-16	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 3: Optimal Educational Resources	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	High-Quality, ongoing PD	Title I School Wide Components	Coordination & Integration of Services and Programs	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$50	Estimated Cost		Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Title IA	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	No but made significant progress	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Teachers were trained in Kagan, Day 3 during Fall 2016 and many attended technology-related PD on VISD Professional Development days during the first semester. Teachers attended a Make-and-Take Literacy and Math Centers training on January 2, 2017. Laptops and iPads will be purchased with Title I funds in January 2017.	Are you on track to meet the annual goal?	Yes	What, if any, adjustments must be made in order to meet the annual goal?	
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Problem Statement 5:	Dudley's attendance rate of 96.5 fell below the district target of 98%.	Annual Smart Goal #5:	Dudley's annual attendance rate will increase to 97%.
Root Cause 5:	Families who don't feel connected to the school and/or who lack transportation contribute to decreased attendance rates.	Strategy:	Set attendance incentives for the year and put systems in place to increase positive parent contacts and contacts related to attendance.

PS5 - Q2 Interventions (Oct 17 - Dec 16)

PS5 - Q2 SMART Goal:	Identify students who have been absent 10% of the time and provide them an attendance mentor.						
Q2 Intervention #1	Grade levels with at least 98% attendance and students with 100% attendance will be rewarded for their efforts.	Q2 Intervention #2	Students with a 10% absence rate will be assigned a mentor who will place them on an attendance contract and will meet with them daily.	Q2 Intervention #3	<enter Intervention #3 here>	Q2 Intervention #4	<enter Intervention #4 here>
What data will be collected to monitor interventions in Q2?	PIEMS attendance data	What data will be collected to monitor interventions in Q2?	Attendance data kept by students in their data notebook	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>	What data will be collected to monitor interventions in Q2?	<enter data source(s) here>
Action(s)	Grade levels with at least 98% attendance and students with 100% attendance will be rewarded for their efforts.	Action(s)	Students will track their own attendance and keep their attendance data in their data binders and mentors will communicate with classroom teachers and parents to support attendance for targeted students.	Action(s)	<enter action(s) here>	Action(s)	<enter action(s) here>
Resources / PD	Attendance incentives	Resources / PD	Data notebooks	Resources / PD	<enter resources/PD here>	Resources / PD	<enter resources/PD here>
Person(s) Responsible	Site team, Parent liaison	Person(s) Responsible	Parent liaison, Teachers, Staff	Person(s) Responsible	<enter person(s) responsible here>	Person(s) Responsible	<enter person(s) responsible here>
Timeline for Completion	2-Jan-17	Timeline for Completion	Daily, Ongoing	Timeline for Completion	<enter dates here>	Timeline for Completion	<enter dates here>
AIM Alignment	AIM 4: Responsive to Student Needs	AIM Alignment	AIM 7: Active Parent, Student, and Community Involvement	AIM Alignment	Select AIM from dropdown	AIM Alignment	Select AIM from dropdown
Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Increased Parental Involvement	Title I School Wide Components	Select Title I Component from dropdown	Title I School Wide Components	Select Title I Component from dropdown
Estimated Cost	\$500	Estimated Cost	\$50	Estimated Cost	<enter estimated cost here>	Estimated Cost	<enter estimated cost here>
Funding Source(s)	Local Funds	Funding Source(s)	Local Funds	Funding Source(s)	Select Funding Source From Dropdown	Funding Source(s)	Select Funding Source From Dropdown

End of Q2 Reporting

Did you meet this quarter's goal?	Yes	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	Students are rewarded for good school attendance through attendance parties, extra recess or electronic days, and random drawings. Students who are chronically absent have been assigned mentors who check on them daily, call parents, and/or make home visits in an effort to get students to school so they do not miss out on important instruction.	Are you on track to meet the annual goal?	No but made significant progress	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>
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